



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Riversprings Middle School

800 SPRING CREEK HWY

Crawfordville, FL 32327

850-926-2300

<http://www.wakullaschooldistrict.org/rms>

School Demographics

School Type Middle School	Title I No	Free and Reduced Lunch Rate 49%
Alternative/ESE Center No	Charter School No	Minority Rate 19%

School Grades History

2013-14 B	2012-13 A	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Riversprings Middle School

Principal

Michele Baggett

School Advisory Council chair

Janet Weber

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Lassiter	Teacher
Adrienne Austin	Teacher
Scott Rossow	Teacher
Jonele Bird	Teacher
Frances Knight	Teacher
Tre' Thaxton	Teacher
Nicole Strickland	Parent
Susan Turner	Parent
Andrea Chandler	Parent
Tonya Carter	Parent
Debra Russell	Parent
Pam Posey	Community Member
Megan Curlee	Community Member
Jim Posey	Community Member

District-Level Information

District

Wakulla

Superintendent

Mr. Robert Pearce

Date of school board approval of SIP

10/21/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Membership includes the principal, seven (7) certified teachers, six (6) parents, and three (3) community members.

Involvement of the SAC in the development of the SIP

All members of the SAC were involved and contributed to the development of the SIP.

Activities of the SAC for the upcoming school year

The SAC will meet a minimum of two (2) times during the school year. It will consider and vote on distribution of any monies earned for school grade status; the committee will also discuss and vote on needed improvements for our school, including all purchases through the SAC account.

Projected use of school improvement funds, including the amount allocated to each project

The majority of funds allocated to the SAC will be used to improve and/or upgrade technology through the classrooms.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michele Baggett

Principal	Years as Administrator: 7	Years at Current School: 7
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Credentials MS - Educational Leadership
BS - Physical Education

Performance Record

2006-07: Grade A; AYP: Did not achieve due to not meeting proficiency in math for students with disabilities.
 2007-08: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities.
 2008-09: Grade A; AYP: Did not achieve due to not meeting proficiency in math for both students with disabilities and those who are economically disadvantaged, and in reading for students with disabilities.
 2009-10: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students with disabilities.
 2010-11: Grade A; AYP: Did not achieve due to not meeting proficiency in reading for students who are economically disadvantaged.
 2011-12: Grade B; Did not meet Annual Measurable Objective (AMO) for reading in all subgroups. Did not meet AMO for math in all subgroups except for one.
 2012-13: Grade A

Louie Hernandez

Asst Principal	Years as Administrator: 0	Years at Current School: 6
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Credentials MS - Educational Leadership
BA - Business Administration

Performance Record

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	Reading/Literacy	
Credentials		
Performance Record		

Jennifer Thaxton		
Part-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	13 years teaching at Riversprings Middle School and 15 years teaching experience, altogether.	
Performance Record		

Classroom Teachers

# of classroom teachers	33
# receiving effective rating or higher	33, 100%
# Highly Qualified Teachers	97%
# certified in-field	32, 97%
# ESOL endorsed	23, 70%
# reading endorsed	7, 21%
# with advanced degrees	10, 30%
# National Board Certified	4, 12%
# first-year teachers	2, 6%
# with 1-5 years of experience	5, 15%
# with 6-14 years of experience	17, 52%
# with 15 or more years of experience	10, 30%

Education Paraprofessionals**# of paraprofessionals**

8

Highly Qualified

8, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal Michele Baggett is responsible for all recruiting and retention. Her recruiting strategies include seeking potential applicants who possess advanced degrees and who also possess subject area experience. To retain highly qualified teachers Ms. Baggett works diligently to create and maintain a positive work environment through constant communication and feedback. Her philosophy also includes being visible throughout the school, and in classrooms, in order to give the most effective and efficient feedback possible. Ms. Baggett is also an advocate for and allows time for personal and professional growth by ensuring all in-service courses are accessible for all teachers to be able to attend.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

We have an on-going mentoring program for all new teachers, regardless of whether it's their first year teaching, or it's their first year in our school. The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for the feedback, coaching, and planning. For 2013-14 school year we have the following involved in our mentoring program:

Mr. Darrin McGlamry is a first-year teacher and is being mentored by Mr. John Kane;

Mr. James Daniels is a first-year teacher and is being mentored by Mr. Tre' (James) Thaxton.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Michele Baggett, Catherine Small, Kelly Dykes, and Charlotte McCormick are the school-based MTSS Leadership Team. Team met weekly up to SIP getting WCSB approval. After approval RTI team meets

with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all faculty.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Team members meet weekly up to SIP getting WCSB approval. After approval RTI team meets with SAC members at all scheduled meetings.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Beginning of year training for all staff by Catherine Small. Bi-monthly meetings conducted by Catherine Small with all staff depending upon current updates to Rti that need to be disseminated to staff. Grade level meetings among teachers to ensure everyone is recording required information and needed/ dictated by student's plan

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

FOCUS and Performance Matters is currently the data management system utilized.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

RTI team meets with SAC members at all scheduled meetings, and the weekly faculty meetings to share information with all teachers.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,100

After-school additional instruction provided in all core subjects, as well as for advanced placement students eligible to take EOC exams.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

FCAT and EOC results

Who is responsible for monitoring implementation of this strategy?

Michele Baggett

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Jennifer Thaxton	Librarian/Reading Teacher
Janet Weber	Reading Teacher-6th Grade
Jessica Wells	Language Arts Teacher-6th Grade
Marlene Adams	Reading Teacher-6th Grade
Amanda Butler	Language Arts Teacher-6th Grade
Jonele Bird	Reading Teacher-7th and 8th Grades
Shannon Glynn	Language Arts Teacher-7th Grade
Bill Taylor	Reading Teacher-7th & 8th Grades
Terri Brooks	Reading Teacher-8th Grade
Charlotte McCormick	Reading Teacher-Read 180

How the school-based LLT functions

Bi-weekly or monthly meeting (depending upon informative issues and/or updates based on urgency) lead by Jennifer Thaxton and Lori Sandgren.

Major initiatives of the LLT

FAIR Administration and using assessments to achieve higher learning gains and keeping high performing students at or above current achievement level. School-wide vocabulary and involvement and implementation into all content areas. FCAT reading stamina. Close monitoring of lower quartile students.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Reading Literacy Team meets to ensure all subject-area teachers have language and reading standards, and models on a monthly basis in faculty meetings, how to facilitate increased reading strategies in all classes.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

This is accomplished through parent liaisons, student involvement, and teachers who are trained and knowledgeable of the rigor of course requirements. All sources are communicated with throughout the students' middle school academic career.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

This is accomplished by both attention from our assistant principal and our guidance counselor.

Strategies for improving student readiness for the public postsecondary level

Strategies include more in-house course offerings at our school, as well as helping to fulfill requirements of the mandatory Florida Virtual School course enrollment at the high school level.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	64%	No	73%
American Indian				
Asian				
Black/African American	44%	44%	Yes	50%
Hispanic	73%	62%	No	75%
White	73%	66%	No	75%
English language learners				
Students with disabilities	44%	36%	No	50%
Economically disadvantaged	64%	56%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	180	33%	35%
Students scoring at or above Achievement Level 4	159	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	27%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)			
Students in lowest 25% making learning gains (FCAT 2.0)		63%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		65%	67%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	62%	No	72%
American Indian				
Asian				
Black/African American	52%	46%	No	57%
Hispanic	52%	54%	Yes	57%
White	72%	65%	No	75%
English language learners				
Students with disabilities	43%	26%	No	48%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	156	29%	31%
Students scoring at or above Achievement Level 4	164	30%	32%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		40%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		62%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		62%	64%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	26	100%	100%
Middle school performance on high school EOC and industry certifications	26	100%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	23%	25%
Students scoring at or above Achievement Level 4	68	76%	78%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		12%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		92%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	60	34%	36%
Students scoring at or above Achievement Level 4	52	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	8		
Participation in STEM-related experiences provided for students	400		

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	26		10%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	26	100%	100%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		100%	100%
Students taking CTE industry certification exams	78	85%	86%
Passing rate (%) for students who take CTE industry certification exams		95%	97%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	100%	100%

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals	51	9%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	19	37%	35%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Increase parental involvement by 5%.

Increase parent newsletter issues by 20% by sending out monthly via email, and quarterly with report cards.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Volunteers for School Related Functions	50	10%	12%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.
- G2.** Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.
- G3.** Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.
- G4.** Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.
- G5.** Increase, improve, and upgrade current technology.

Goals Detail

G1. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

- Funding for Special Speakers

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

SAC

Target Dates or Schedule:

SAC Meetings

Evidence of Completion:

Agenda and meeting minutes.

G2. Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- All teachers model and advocate reading; allowing in-class time to read periodically
- Class novel accessibility at all grade levels
- SSYRA
- E-Books

Targeted Barriers to Achieving the Goal

- Budget
- Parent participation and encouragement
- Professional Development opportunities

Plan to Monitor Progress Toward the Goal

Classroom observations, lesson plans, AVID

Person or Persons Responsible

Principal

Target Dates or Schedule:

Monthly

Evidence of Completion:

AVID evidence, lesson plans, standardized tests at year's end.

G3. Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

Resources Available to Support the Goal

- Math Teachers
- Supplemental Text

Targeted Barriers to Achieving the Goal

- Budget

Plan to Monitor Progress Toward the Goal

Scheduling and teacher lesson plans.

Person or Persons Responsible

Principal

Target Dates or Schedule:

During school hours and periodically offer after school hours.

Evidence of Completion:

Teacher lesson plans and classroom monitoring. Standardized tests at year's end.

G4. Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- AVID Classroom Teacher
- AVID strategies taught at all levels

Targeted Barriers to Achieving the Goal

- Parent consent/participation.

Plan to Monitor Progress Toward the Goal

AVID Classroom visits Meetings with 6th Grade teachers

Person or Persons Responsible

Principal

Target Dates or Schedule:

Bi-Weekly classroom visits Monthly meetings with teachers

Evidence of Completion:

Lesson plans Meeting attendance

G5. Increase, improve, and upgrade current technology.**Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Technology teachers on campus.
- State agency contact who aides in supplying school with computers.

Targeted Barriers to Achieving the Goal

- Funding

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

SAC

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

G1.B2 Funding for Special Speakers

G1.B2.S1 Increase school improvement funds.

Action Step 1

Person or Persons Responsible

Principal

Target Dates or Schedule

Principal's Meetings

Evidence of Completion

Agenda and meeting minutes.

Facilitator:

Subject area expert (teachers); special guest speakers

Participants:

Faculty

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Weekly meetings

Evidence of Completion

Attendance and meeting minutes

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

SAC

Target Dates or Schedule

Bi-Monthly Meetings

Evidence of Completion

Agenda and meeting minutes

G2. Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

G2.B1 Budget

G2.B1.S1 Purchase more library books, e-books, and class novels.

Action Step 1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Person or Persons Responsible

School Advisory Council and Principal

Target Dates or Schedule

Evidence of Completion

G2.B2 Parent participation and encouragement

G2.B2.S1 Increase communication with parents by monthly newsletter, teacher contact with parent in order to involve parents and make them aware of the avenues for success that are in place for their children.

Action Step 1

Newsletter

Person or Persons Responsible

Jennifer Thaxton

Target Dates or Schedule

Monthly

Evidence of Completion

Newsletter

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B3.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3. Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

G3.B2 Budget

G3.B2.S1 Increase budget with school improvement monies.

Action Step 1

Person or Persons Responsible

Federal, state, local and monies.

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Needs assessment

Person or Persons Responsible

Principal and SAC Chair

Target Dates or Schedule

Teacher requests

Evidence of Completion

Additional courses offered; teachers paid to take-on additional classes.

Plan to Monitor Effectiveness of G3.B2.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

G4. Increase targeting program aimed at mid-level students by increasing AVID program to include 7th graders, in addition to our 8th grade program.

G4.B2 Parent consent/participation.

G4.B2.S1 Individual parent contact

Action Step 1

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B2.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Monthly

Evidence of Completion

Plan to Monitor Effectiveness of G4.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. Increase, improve, and upgrade current technology.

G5.B1 Funding

G5.B1.S1 Additional school improvement funds needed at the federal and state level.

Action Step 1

Person or Persons Responsible

Principal

Target Dates or Schedule

Principal Meetings

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Person or Persons Responsible

Principal

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

SAC

Target Dates or Schedule

Evidence of Completion

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Local, state, and federal funds will be coordinated and used in the school in order to improve academic and social welfare of each student. These programs include Title X Homeless to identify students in need; Violence Prevention programs including bullying and cyber bullying.

CTE program, Computing for College and Career, promoted among students and parents. This enables students to earn high school credit while in the 8th grade.

Advanced level placement in classes where students can earn high school credit while still in 8th grade.

Nutrition program provides breakfast to students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

G1.B2 Funding for Special Speakers

G1.B2.S1 Increase school improvement funds.

PD Opportunity 1

Facilitator

Subject area expert (teachers); special guest speakers

Participants

Faculty

Target Dates or Schedule

Principal's Meetings

Evidence of Completion

Agenda and meeting minutes.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.	\$2,000
G2.	Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.	\$8,000
G3.	Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.	\$6,000
G5.	Increase, improve, and upgrade current technology.	\$8,000
Total		\$24,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Evidence-Based Materials	Professional Development	Total
School Improvement	\$9,000	\$13,000	\$0	\$22,000
School Improvement	\$0	\$0	\$2,000	\$2,000
Total	\$9,000	\$13,000	\$2,000	\$24,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase professional learning community by requiring teacher collaboration sessions once per week meetings to share, inform, and discuss school-wide strategies to improve academic success.

G1.B2 Funding for Special Speakers

G1.B2.S1 Increase school improvement funds.

Action Step 1

Resource Type

Professional Development

Resource

Curriculum guides and timely information from FLDOE

Funding Source

School Improvement

Amount Needed

\$2,000

G2. Increase reading requirements across all subject areas, including social studies, science, CTE program, and mathematics.

G2.B1 Budget

G2.B1.S1 Purchase more library books, e-books, and class novels.

Action Step 1

Resource Type

Evidence-Based Materials

Resource

AVID strategies, e-books, SSYRA.

Funding Source

School Improvement

Amount Needed

\$7,000

G2.B2 Parent participation and encouragement

G2.B2.S1 Increase communication with parents by monthly newsletter, teacher contact with parent in order to involve parents and make them aware of the avenues for success that are in place for their children.

Action Step 1

Newsletter

Resource Type

Evidence-Based Program

Resource

Computer for emailing, teacher volunteer.

Funding Source

School Improvement

Amount Needed

\$1,000

G3. Increase mathematics skills and abilities by providing additional coursework time for students not working at their current grade level.

G3.B2 Budget

G3.B2.S1 Increase budget with school improvement monies.

Action Step 1

Resource Type

Evidence-Based Materials

Resource

Teacher availability

Funding Source

School Improvement

Amount Needed

\$6,000

G5. Increase, improve, and upgrade current technology.

G5.B1 Funding

G5.B1.S1 Additional school improvement funds needed at the federal and state level.

Action Step 1

Resource Type

Evidence-Based Program

Resource

Teachers, school area space

Funding Source

School Improvement

Amount Needed

\$8,000